

1967

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OSADE/A

DEVELOPMENTAL PROGRESS RECORD

for use in

SCHOOLS FOR RETARDED CHILDREN

School

Pupil

Teacher

School Years

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**SCHOOLS FOR RETARDED CHILDREN DIVISION
SPECIAL SCHOOLS & SERVICES BRANCH
DEPARTMENT OF EDUCATION
559 JARVIS STREET
TORONTO 5, ONTARIO**

NOTE: This booklet has been designed to record observations of a child's development and progress. These observations should aid the teacher in planning a suitable developmental training programme. Plans for developmental progress should be worked out by the teacher and recorded twice a year. Space has been provided so that this booklet can be used for four years. This material is confidential and for school use only.

**Toronto, Ontario
1967**

Personal Data

To be completed in September

Name _____ Date of Birth _____

Address _____

Telephone _____

Father's Occupation _____

	Sex	Age	School Grade	Comments
Siblings	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

Medical Diagnosis _____

Medication if any _____

Psychological Examination

Date of test _____ Name of I.Q. Test _____

C.A. _____ M.A. _____ I.Q. _____ Psychologist _____

Date of initial admission to a School operated by a Retarded Children's Education

Authority _____

I Physical Development

September 30, 19

June 30, 19

Consider and describe
such factors as:

- general physical health
- motor co-ordination
 - posture and balance
 - ability to sit, walk,
run, jump, skip
- manual dexterity
- hand-eye co-ordination
- handedness
- hearing
- other

Plans for Developmental Progress

Experiences provide for
co-ordination and balance
e.g. games and equipment,
balls, bean bags, puzzles,
large and small equipment,
climbing apparatus,
walking board, etc.

September 30, 19

June 30, 19

September 30, 19

June 30, 19

September 30, 19

June 30, 19

- other
 - cleanliness
 - general fitness
 - eating routine
 - toilet routine
 - washing routine
 - shower routine
 - and dependency in
 the amount of self-help
 (Kramer and Berman)

Plans for Developmental
Process

Experiments provided for
 gradual increase of
 responsibility in tasks
 leading to self-help
 (e.g. color map and
 bowl, washing vegetables,
 using soap, etc.)
 and a consistent plan of
 goals and their sequencing
 consequences. These
 circumstances and personal
 care, etc.

II Habit Formation

September 30, 19

June 30, 19

Consider and Describe
the amount of self-help
and dependency in

- cloakroom routine
- washroom routine
- toilet routine
- eating routine
- general tidyness
- cleanliness
- other

Plans for Developmental Progress

Experiences provided for
gradual increase of
responsibility in tasks
leading to self-help
(e.g. using soap and
towel, emptying washbasin,
using comb, etc.)
and a consistent plan of
goals and their meaningful
consequences. Stress
cleanliness and personal
care, etc.

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June 30, 19

September 30, 19

June 30, 19

III Social and Emotional
Development

September 30, 19

June 30, 19

Consider and describe
child's relationships
with other children,
adults, and general
adjustment to surroundings.

Is he:

- dependent
- independent
- passive
- withdrawn
- friendly
- co-operative
- shy
- aggressive
- happy
- hyperactive
- erratic
- anxious
- subject to tantrums
- self-controlled
- extrovert
- other

Plans for Developmental
Progress

Experiences provided with
teachers, with one other
child, doing special duties,
participating in games, in
group experiences in free
and organized play, in
dramatization, assisting
with basic physical and
social skills, etc.

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IV Mental Development

September 30, 19

June 30, 19

Consider and describe
child's

- general alertness
- interest and attention span
- sensory development
(hearing, seeing,
touching, smelling)

A Communication Skills

1.
 - awareness of gross noises
 - awareness of words
 - understanding simple words
 - babbling
 - babbling with some simple words
 - naming objects
 - using single words and some phrases
 - describing pictures
 - using short sentences
 - using full sentences

Recognizes words

- protective vocabulary, duty charts, weather charts, etc.

Makes - many articulation errors (hard to understand)

- some errors but understood
- no errors

Has voice problem in:

- volume - too loud
 - too soft
- rate - too fast
 - too slow
- other - hoarse, etc.

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2. Has ability in:

- counting
 - recognition of sets
(groups of things)
 - number recognition
(symbol)
 - awareness of time
(a.m., p.m., etc.)
 - telling time
 - money recognition
 - size, volume, quantity
-

- readiness activities
- forming letters
- forming numbers
- + printing and/or
writing name
- printing individual
words
- other

Plans for Developmental
Progress

e.g. Increase child's knowledge of his environment through meaningful experiences, readiness materials, number and language activity games, visual and auditory discrimination activities, conversations, stimulating educational material and aids, etc.

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September 30, 19

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Consider and describe
the child's ability in:

- listening
- sound recognition
- sense of rhythm
- singing
- rhythmic activities
- musical games
- rhythm band
- dancing
- other

Plans for Developmental
Progress

e.g. Opportunities provided
for, and participation in
singing, games, dancing,
auditory discrimination
games, rhythm band, etc.

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Consider and describe:

- growth of motor development
- manipulation of material and tools
- sensory development
- creative ability
- form recognition
- development of specific skills in uses of painting, modelling, paper craft, woodworking, sewing, etc.

Plans for Developmental Progress

e.g. Training provided in basic manual and perceptual skills, good working habits, accomplishment of tasks, short simple tasks and encouragement of success, skill training in various crafts, and use of materials and tools.

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VII Living Skills

September 30, 19

June 30, 19

Consider and describe manipulative skills with simple household materials and equipment, as well as responsibility in, and accomplishment of simple tasks such as:

- grooming skills
- setting table
- washing up
- sweeping floor
- preparation of food
- polishing
- making bed
- ironing
- gardening
- carwashing
- other

Plans for Developmental Progress

e.g. Training provided in simple household tasks using routine procedures and duty charts, giving each child a responsibility he can handle, cultivating gardens, cutting grass, etc.

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September 30, 19

June 30, 19

September 30, 19

June 30, 19

